DOCUMENT RESUME

ED 409 750 FL 801 177

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TITLE Workplace Literacy: Developing and Implementing an ESL Curriculum for Limited English Proficient Poultry Workers.
PUB DATE 96
NOTE 28p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 30-November 3, 1996).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Agricultural Laborers; *English (Second Language); *High School Equivalency Programs; Limited English Speaking; Literacy Education; Program Descriptions; Program Development; School Business Relationship; Second Language Instruction; Second Language Programs; Universities; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS General Educational Development Tests; James Madison University VA; *Poultry

ABSTRACT

The report describes the development and implementation of an English-as-a-Second-Language (ESL) program for limited-English-proficient employees of the poultry industry. The program, undertaken at James Madison University (Virginia), was funded initially in 1991 by the federal government and has continued with funding from two poultry companies. In five years, it has served 267 workers. Curriculum focuses on job-specific workplace communication needs of this group, based on data gathered from supervisors, human resource managers, and employees. Different assessment and teaching materials were developed for the two companies' work situations and job requirements. Assessment tools and curriculum units were organized into these levels: basic (no English); two intermediate levels (limited English); and transitional (functional). The last level led to training for the General Educational Development Tests. Unit topics include general conversation, calendars, personal information, tools and machines, polite behavior, poultry-related vocabulary, information-seeking, problem solving, seeking clarification, work-related clothing, safety, giving and getting directions, completing forms, and at the transitional level, additional reading skills and basic math. The program continues at both companies. Assessment and learning plan forms and some instructional materials are appended. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

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Workplace Literacy: Developing and Implementing an ESL Curriculum for Limited English Proficient Poultry Workers

ED 409 750

Shirley B. Merlin, Ed. D.

Career Enhancement Program

James Madison University

A Paper Presented at the

40th Annual Conference for the

COLLEGE READING ASSOCIATION
Charleston, South Carolina
October 30 - November 3, 1996

FL 801177

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Abstract

This paper describes the development and implementation of an English-as-a-Second Language (ESL) Program for Limited English Proficient (LEP) employees of the poultry industry. The project began in 1991 with federal funding which required the development of a job-specific curriculum and is continuing with funding from the companies involved in the project. The ESL curriculum focused on the English communication needs of workers. The curriculum consisted of three ESL levels and a transitional level leading to training for the General Educational Development (GED) examination.

Workplace Literacy: Developing and Implementing an ESL Curriculum for Limited English Proficient Poultry Workers

Workplace literacy programs have become an important area of training in companies whose workers are not able to keep up with the literacy and numerary demands of the increasingly technical business environment. Even more demanding are the needs of foreign language speakers who are unable to communicate or understand the verbal and written language of the workplace. Loss of time and productivity, safety, drug and alcohol and other company concerns make it necessary to provide training in English for foreign language employees. Thus, ESL literacy programs have attained a special place among workplace programs.

This paper will describe the development and implementation of an ESL workplace literacy curriculum for two poultry companies: Rocco Enterprises, Inc. and WLR Foods, Inc. located in the Shenandoah Valley of Virginia. The program was originally included in a project funded from March, 1991 until December, 1992 by the U. S. Department of Education National Workplace Literacy Program and administered by James Madison University's Career Enhancement Program. A special workplace curriculum was also developed and implemented for English speaking employees of these companies. Following the grant period, the companies continued to maintain the instructional program for both English and non-English speaking employees and also supported some additional work on the original ESL curriculum.

The ESL Workplace Literacy Program

Over the past five years, a total of 307 participants entered the ESL program. However, 40 dropped before 12 hours of study to be considered as enrolled using the criteria established by Perin (1992). Of the remaining 267 non-English speaking students, there were 67 females, 186 males and 14 employees whose gender was not given. Their average age is 31, ranging from 18 to 58. The Ethnic groups represented included 24 white (Russian), 166 Hispanic, 43 Asian, and 1 black. There was no ethnic data given on 33 employees.

The program operates two, two hour classes weekly in four, 12 week sessions. Data gathered from both company classes during and following the federal grant period until April 1996 shows that participants who studied 537 hours in math progressed one level in 36 hours. In reading, participants who studied 757 hours gained one level in 76 hours. Since communication was the primary goal of the ESL classes, participants studied a total of 26,635 hours in language with an average of 254 hours for one level gain . Obviously, learning a new language is a slow, difficult process for foreign language adults. Reports indicate that 25 students progressed to the point where they were transferred to CEP on-site adult education classes with the goal of obtaining the GED.

The ESL Functional Curriculum

Prior to developing the curriculum, the project conducted interviews with supervisors, human resource managers, employees and others at the poultry plants to determine the literacy problems and needs of foreign language speakers. The major problem was communication in all areas of the plants. Supervisors could not discuss problems or provide any information to those who had little or no oral or written

English abilities. Human resource people could not assist employees on benefits and help fill out health or accident related forms, etc. There were problems concerning accidents, knowledge and names of tools and proper clothing to wear at work. Further, lack of communication between non-English speaking employees and English speakers affected working conditions and production at times. In one case that was reported by an employee, she was unable to explain to the line leader that there was a piece of chicken stopping the production line. The result was a loss in production during that shift. Communication was considered critical so that the employees could understand one another and the foreign workers could work safely and truly become an intregal part of the companies.

A "functional context" type of curriculum was developed for the project. This approach was chosen because it is considered to be the most effective since the skills taught are directly needed on the job (Phillipi, 1991). This was particularly challenging at the poultry processing plants where there was virtually no reading, math or writing required of the employees while performing their jobs. Thus, the English-as-a-Second Language (ESL) curriculum focused on the participants' workplace communication (language) needs in addition to the reading, and mathematics skills.

The ESL Poultry Plant Workplace Curriculum

The job-specific competencies were initially adapted to correlate with the sequence of skills included in the ESL functional competencies published by the Comprehensive Competencies Program (CCP) (1988). The competencies were used as the basis for the development of assessment and curriculum materials. Since the employees of Rocco and WLR are involved in different work situations and job requirements, assessment and teaching materials were developed specifically for

each company while the general competencies remained the same.

Assessment Tools

Assessment tools are organized into the three levels to reflect the Basic-Level 1 (no English), Intermediate Levels 2a and 2b (limited English) and Transitional Level 3 (functional English) pre-GED level of the participants. They include pretests, post-tests, and individual learning plans. The individual learning plans provide ongoing monitoring of the student's progress. The learning plan records the participant's progress through the pre- and post assessment and mastery of each competency. The Basic ESL Level (1) assessment of English skills is included in many ESL programs. Initially, the participants are assessed orally to determine the instructional level that would be most appropriate for them because they come into the program with varying levels of English, education and experiences while living in the U. S. and working at the poultry plant. The questions include personal items such as their name, when they came to the U.S. and where they live. Next, they are given a booklet to look at to determine their reading ability and understanding of English. Figures 1a and 1b show questions the participants are asked as part of the written assessment. For example, they are asked to point to a date, read and recognize a correct sign, and indicate the price of a chicken (Fig.1a). The participants are asked to point to pictures of parts of a chicken or turkey and answer other questions related to working in the poultry plant (Fig.1b). If they pass a sufficient number of questions, they go on to the writing section. In the writing section, the participants are asked to write days of the week, numbers, fill out a simple form giving their name, and other personal information. The participants are also given multiple choice questions that relate to their work at the poultry plant. They respond to questions about work clothes, benefits, and problems

at work.

The individual learning plan in Figure 2 outlines the job-required and optional competencies at Level 2a. Some examples include: asking for clarification when something is not clear, understanding and correctly following company warning signs and labels, asking for supplies and identifying parts of the chicken/turkey. The optional competencies include personal items such as reading and following common road signs, identifying signs of illness, reading and following medicine labels.

The Individual Learning Plan for Level 2b as shown on Figure 3 lists competencies such as identifying and giving directions to different areas of the plant, describing common problems with tools and machines, reading and understanding the paycheck stub, etc. The optional competencies include personal items such as describing common household problems and solutions and making inquiries about utility bills.

Level 3 is a transitional program to the ABE/GED classes at each site. The Pre-GED assessment tests and also Pre-GED materials are used at this level. The purpose is to help the employees move easily into a mainly written learning environment. In addition to observation and records of successful completion of levels 2a and 2b, the Test of Adult Basic Education, Level E Survey Form, (TABE) is used to determine whether the participant is ready to begin receiving GED instruction.

Curriculum Units

The ESL poultry curriculum units correspond to the three levels described above in assessment tools. Each curriculum unit contains a record of daily activity sheet, vocabulary lists and other teaching materials. Instructional materials specifically developed for each company include conversation guides, writing and

study questions, vocabulary worksheets and a picture clothing encyclopedia. Figure 4 shows the Level 1 Vocabulary Sheet used to teach Basic English. In recognition of the importance of considering the non-English employees personal as well as job skill needs, the beginning units focus on areas of general conversation, "hello", "good morning" and " hows it going?" and the alphabet. As seen in Figure 5, the vocabulary units include reading words such as days and months and personal information including SSN, Social Security Number, alien number, marital status, spouse, etc.

At Level 2a, Vocabulary practice sheets provide practice in reading words that relate to supplies and tools, machines, problems, warning signs, ordering food, polite phrases, impolite behavior, etc. Figure 6 shows the Vocabulary List that relates to workplace Warning Signs such as "Wet floor" and "Caution Work Area". Figure 7 shows the Vocabulary List which is used to teach words associated with parts of the turkey or chicken and corresponding products.

The teaching materials include examples of conversations, dialogues and scenarios that relate to the non-English speaker's jobs. Conversation guide dialogues for both Rocco and WLR include the topic "Talking to Your Line Leader" which gives specific examples on how to begin a conversation. While the conversation would be essentially the same, the main difference here is the employee at Rocco would initiate the conversation with a supervisor while at WLR it would be the Line Leader. The Conversation Guide shown on Figure 8 provides examples of how to begin a conversation, "Excuse me, I'd like to speak to you a minute.", stating a problem, "I have a problem", seeking clarification of an explanation, "Would you please repeat that" or "Could you speak more clearly" and ending a conversation, "Thanks a lot for your help" ***AND SMILE.*** Additional exercises are included in comprehension,

reading and writing that provide practice in discussing problems and other situations on the job. In Figure 9, " What did you say???" examples are given in "What could you say if you don't understand the underlined word?" in an example sentence "The people in eviscerating are on break."

An example of company specific instructional material is in the Turkeys unit "Getting Dressed for Work". This includes situations where workers practice asking for certain objects of clothing in the supply room as shown in Figure 10, "What did that say?" A Picture Clothing Encyclopedia, situation cards, worksheets and comprehension questions are also utilized in this instructional unit. In the Rocco unit, the "Encyclopedia of Company Clothing" on the same topic the pictures and explanations differ from WLR's units. In the Clothing Encyclopedia, one can readily see the difference in each company. The pictures of the supply room personnel and some of the equipment differs. For example, in the Steel Mesh and Safety Gloves section, Rocco includes arm guards to shield the arm with safety gloves while WLR shows a cutting glove with another page showing wrist bands to support wrists. A crossword puzzle on clothing is included among the instructional material.

Instruction is also provided in ordering food in the company cafeteria as seen in the Vocabulary Sheet, Figure 11. This was considered important not only to assist the employee with obtaining food they want, but also to help make the person accepted within the company cafeteria environment. Written recognition activities and practice on what to say when ordering food provides the framework for this type of oral conversation.

In level 2b, the participants are required to attain competencies including: giving directions to various areas of the plant, explaining their job, getting along with

others, reading a paycheck, completing forms such as a dentist's form and a benefit request form. Figure 12 shows a vocabulary list for "Reading Your Paycheck" and Filling Out Forms" and Figure 13 lists the vocabulary for "Getting Along With Others".

Level 3, Academic ESL is the transition to the ABE/GED program. Figure 14 shows the competencies outline at this level. Some examples of the competencies are: Grammar: basic verb tenses and modal auxiliaries; Reading: scanning, skimming building vocabulary, reading and understanding company benefits, writing correct sentences and paragraphs, and Math: basic addition, subtraction, multiplication and division and focus on vocabulary and understanding word problems. ABE/GED materials are used along with reading the company materials that were developed in the grant for English speaking employees.

Current Status of the Program

Recent interviews with the ESL teachers indicate that the curriculum is still in use at both company's classes. The third transitional level provides more reading and describes benefits information. The teacher noted that by the time the ESL students reach that level, they are able to read it partially and can also tell her about changes in the benefits they have learned from oral conversations over the years they are in the plant. Currently, more work at the third transitional curriculum level is needed. However, the teacher who was responsible for that job is now working full time teaching foreign language students in the public schools. Although her time is limited, the companies have chosen to wait for her to find the time to continue working on the project. It is believed that the most important first two levels have been completed and are very useful for teaching the participants the English communication skills they need for personal and work related needs. The teachers believe the curriculum is

useful and provides a good starting point. They add informal exercises to it as the need arises .

In a recent visit to one ESL workplace classroom, a teacher and an aide were working with eight employees of the WLR plants in the Harrisonburg and Hinton, Va. area. Four of the group were at the high second ESL level and were completing questions related to citizenship information they had read. Obviously, this is important for these employees as it relates both to their personal and workplace needs. The remainder of the class was involved in a lesson on how to phrase a sentence using proper grammar. Here, the sentences focused on sentences with examples used in the workplace. Obviously, the emphasis continues to focus on workplace English.

Conclusion

The fact that Rocco Farms, Inc. and WLR Foods continue to maintain support of the Career Enhancement Program attests to the value of the ESL curriculum and the workplace education program which began with federal dollars. In this current state of inadequate funding for workplace literacy programs, we need to continually show the usefulness of such programs to business, state and federal funding agencies.

References

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Figure 1a

English Assessment

Career Enhancement ESL Program

Individual Score Sheet

Part 1 - ORAL ASSESSMENT

U/A 2	U/NA 1	NU 0	(U/A= Understandable and accurate, U/NA = Understandable, Not Accurate, NU = Not Understandable)
___	___	___	1. Hi! I'm .... What's your name?
___	___	___	2. Can you spell that for me? _____
___	___	___	3. What is the date today? _____
___	___	___	4. Where are you from?
___	___	___	5. What year did you come to the U.S?
___	___	___	6. Where do you live now?
___	___	___	7. Who do you live with?
___	___	___	8. Do you like living here?
___	___	___	9. Why?
GO TO BOOKLET...			
___		___	10. Point to Tuesday, January 16th.
___	___	___	11. What dates are circled?
___		___	12. Read the sign. Which picture is correct?
___		___	13. Read the sign. Which picture is correct?
___	___	___	14. Look at the picture. What time is it?
___	___	___	15. When do you start work?
___	___	___	16. Where is the pencil?
___	___	___	17. Where is the man sitting?
___	___	___	18. What are these people doing?
___	___	___	19. How much is the chicken?
___	___	___	20. How much is the bread?

• At this point if the employee has correctly responded to at least 16 of the questions continue with the next page. If not, end the oral interview here and go on with the written section.

Figure 1b

English Assessment - Oral - page 2

U/A 2	U/NA 1	NU 0	(U/A= Understandable and accurate, U/NA = Understandable, Not Accurate, NU = Not Understandable)
___ 5+	___ 3-4	___ 0-2	21. Look at the picture. What is he wearing? What else?
___	___	___	22. What are they doing?
___	___	___	23. What do you do here in the plant?
___	___	___	24. What tools do you use for your job?
___		___	25. Point to the drumstick.
___	___	___	26. What is this? (Point to the wing)
___	___	___	27. Where can I go to get a new apron?
___	___	___	28. I am at the cafeteria here in the plant. I want to go to the Supply Room. Tell me how to get there.
___	___	___	29. How much social security tax did this person pay this week?
___	___	___	30. What does this sign mean?
___	___	___	31. What does this sign mean?
___	___	___	32. Please explain briefly the proper emergency procedure when a fire is sighted on the company premises. (Does the employee ask for clarification?)
___	___	___	33. What should you do if you see a fire in the plant?
___	___	___	34. What should you do if you cut yourself while you are working?
___	___	___	35. What should you do if your earplugs bother you?

END OF ORAL ASSESSMENT

TOTALS

Part 1 - Oral Assessment Page 1 _____ Page 2 _____

Part 2 - Written Assessment

Section 1:
___ Numbers (29) ___The Alphabet (26)
___ Days (7) ___ Months (12)
___ Form (9) ___ *TOTAL (83)*

Section 2 - Vocabulary & Questions ____ (20)

Section 3 - Paragraph ____ (0-8 See Scoring Guidelines)

Recommended Level:

Level 1: *Basic ESL* ___ Level 2: *Workplace ESL* ___ Level 3: *Transitional ESL* ___

Oral pg 1: 0-30
Written section 1: 0-65

Oral pg. 2: 0-24
Written Section 2&3: 0-23

Oral pg. 2: over 25
Written Section 2&3: over 23

Figure 2

Career Enhancement Program

Workplace ESL - Level 2a

INDIVIDUAL LEARNING PLAN

STUDENT'S NAME _____ ID NUMBER _____

TEACHER'S NAME _____ DATE BEG. _____ COMP.

Student Goal	Assessed Need	Mastered	Level Competencies - Required
_____	_____	_____	1. Ask for clarification when something is not clear.
_____	_____	_____	2. Approach someone and initiate a conversation.
_____	_____	_____	3. Understand and correctly follow company warning signs & labels.
_____	_____	_____	4. Ask for needed supplies and explain any problems with them.
_____	_____	_____	5. Explain physical pain or discomfort.
_____	_____	_____	6. Understand and follow instructions the nurse or EMT may give.
_____	_____	_____	7. Order food in the cafeteria in a polite manner.
_____	_____	_____	8. Identify the different parts of the chicken/turkey and what products are made from them.

			Level Competencies - Optional
_____	_____	_____	9. Read and follow common road signs.
_____	_____	_____	10. Request to try on, exchange or get a refund for clothing articles.
_____	_____	_____	11. Describe common illnesses, symptoms and remedies.
_____	_____	_____	12. Read and correctly follow medicine labels.
_____	_____	_____	13. Find specific information about price and quantity from grocery ads.
_____	_____	_____	14. Order desired food from a restaurant menu and figure the appropriate tip.
_____	_____	_____	15. Identify the basic parts of the body.

Figure 3

Career Enhancement Program

Workplace ESL - Level 2b

INDIVIDUAL LEARNING PLAN

STUDENT'S NAME _____ ID NUMBER _____

TEACHER'S NAME _____ DATE BEG. _____ COMP.

Student Goal	Assessed Need	Mastered	Level Competencies - Required
_____	_____	_____	1. Give directions to different areas in the plant.
_____	_____	_____	2. Explain his or her job and how it relates to the other jobs in the department.
_____	_____	_____	3. Name the tools and machines used in the department.
_____	_____	_____	4. Describe common problems with tools and machines.
_____	_____	_____	5. Read and understand the paycheck stub.
_____	_____	_____	6. Fill out necessary forms for insurance, transfers, etc.
_____	_____	_____	7. Apologize, offer assistance, respond to praise and criticism.

Level Competencies - Optional

_____	_____	_____	8. Give and receive directions to local places of business and place of residence.
_____	_____	_____	9. Inquire about houses or apartments for rent.
_____	_____	_____	10. Describe the parts and common problems of a car.
_____	_____	_____	11. Describe common household problems and solutions.
_____	_____	_____	12. Be able to open, close and use a savings or checking account.
_____	_____	_____	13. Make inquiries about utility bills.

Figure 4

GREETINGS

Hello.	Good morning.	Good-bye.
Hi.	Good afternoon.	See ya'.
How are you?	Good evening.	See you later.
How's it going?	Good night.	Bye!
How're you doing?		

THE ALPHABET

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

Figure 5

DAYS & MONTHS

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

January
February
March
April
May
June

July
August
September
October
November
December

PERSONAL INFORMATION

First Name
Last Name
DOB (Date of birth)
Race
Height
Hair Color
SSN
Alien Number
Employer

Middle Name
Maiden Name
Birthplace
Sex
Weight
Nationality
Telephone Number
Social Security Number

Middle Initial (MI)
Age
Citizenship
Marital Status
Eye color
Spouse
Phone

Figure 6

WARNING SIGNS

Rocco

Wet floor

No Glass Allowed in Plant

Danger Moving Machinery

For Employee's Safety Report all Accidents and Injuries
To Your Foreman at Once
Report Promptly any Condition Liable to Cause An Accident
Always Be on the Lookout to Prevent Accidents

No Smoking No Chewing No Eating

U.S. Rejected U.S. Retained

Ear Protection Required

First Aid Station

Danger Asphyxiant Carbon Dioxide (CO_2) Reduces Oxygen
Available for Breathing May Cause Unconsciousness or
Death without Warning

Danger This Machine Must not be Operated Without Safety
Guard in Place

Caution Work Area

Danger Do Not Watch Arc Welder

Danger Keep Away

Eye Protection Required when Servicing Batteries

Figure 7

PARTS OF THE TURKEY/CHICKEN

Head	Beak	Neck
Breast	Scapula	Back
Wing	Tail	Rib
Leg	Thigh	Drumstick
Foot	Skin	Feathers
Blood	Bone	Fat
Gristle	Kidneys	Lungs
Giblets		
Gizzard	Heart	Liver
Crop	Carcass	

Products

Ground Turkey (Chicken)	Smoked Turkey
Tenders	Pick of Chix
Sausage	Whole Fryers
Whole Turkey	
Boneless, Skinless ...	

Figure 8

Talking to Your Line Leader

A Conversation Guide

Where to begin...

Excuse me, I'd like to speak with you a minute.
Good morning, could I ask you a question?
May I talk with you, please?

On to the problem...

I have a problem.
Can you help me, please?
I'm sorry, but I don't understand...

And if you still don't understand...

Would you please repeat that?
What did you say about the...
Could you speak more slowly?

or, repeat the part that you understood... for example, you hear,
"Take thxtrawins to the freezer."
You say, "Take what to the freezer?"
or, "What do you want me to take to the freezer?"
or, "What does thextrwins mean?"

And then it's back to work...

Thanks a lot for your help.
Thank you. I appreciate your help.
Thanks a lot!

And Smile!!!

What do you think?

1. When is a good time to talk to your line leader?
2. When is a bad time to talk to your line leader?
3. Where is a good place to talk to your line leader?
4. Where is a bad place to talk to your line leader?

Figure 9

What did you say???

What could you say if you don't understand the underlined word?

1. The people in **eviscerating** are on break right now.

2. The **dispensary** will be closed for half an hour.

3. Tell him that the **chute** is full of meat.

4. You'll need a **bump** cap if you want to work in that area.

5. The customers were complaining because there was too much gristle with the meat.

6. We're supposed to cut off all of the **dangling** fat.

Figure 10

CEP Workplace ESL - ROCCO
Unit 3 - Getting Dressed for Work

What did that say?

Use the Encyclopedia of Company Clothing to answer the following questions.

1. There are four different kinds of protection for your hands. What are they?

2. Why is it important to make sure your boots fit you well when you buy them?

3. What do you need if you want to get a new apron?

4. What time is the processing supply room open?

5. Who wears a red bump cap?

6. If you don't like your earplugs, who should you talk to?

7. What kind of jobs require safety glasses?

8. Who wears a dust mask and special pants?

9. If you want to take something that is damaged back to the supply room to get a new one, what do you need to know?

10. What sizes do gloves come in?

11. What is the difference between liners and rainbow gloves?

12. How can an employee get some plastic sleeves?

Figure 11

ORDERING FOOD

Sandwiches

Grilled cheese	Hamburger	Chili Dog
Cheeseburger	Quarter pounder	BLT
Hot dog	Tuna salad	
Fish	Chicken	

Beverages

Lemonade	Soda	Skim milk

Desserts

Ice Cream	Pie	Cake
Pudding	Cookies	

Breakfast

Sausage	Ham	Bacon	Biscuits
French Toast	Pancake	Toast	Muffin

Eggs - Scrambled, Fried, Over Easy, Sunny-side up

Side Dishes

Tossed salad	French Fries	Onion Rings	Soup
Hash browns			

==========

POLITE PHRASES:

Could I have...	I would like...	Please...
Thank you.	You're welcome.	

IMPOLITE BEHAVIOR:

Leaving trash on table.	Yelling or whistling at workers.
Cutting in line.	Sitting or putting feet on table.
Eating with mouth open.	Talking with food in your mouth.

Figure 12

READING YOUR PAYCHECK

Stub	Pay period	Week ending
Rate	Earnings	Deductions
Taxes	Withheld	Federal
Authorized	FICA	Current
Overtime	Year to Date (YTD)	401 K
Profit sharing	Credit Union	Holiday
Gross	Net	

FILLING OUT FORMS

dependent	coverage	single
benefits	beneficiary	life insurance
signature	enroll	premium
hired	request	deductible
marital status	physician	spouse
patient	self	submit
leave of absence	eligible	

Figure 13

GETTING ALONG WITH OTHERS

APOLOGIZING

I'm sorry. I didn't mean to... It was an accident.

It was (wasn't) my fault. I didn't do it on purpose.

COMPLIMENTS

GIVING: I like your _____.

You have a nice (pretty, great) _____.

I appreciate _____.

RECEIVING: Thank you.

Thanks.

I like your _____, too.

INVITATIONS

GIVING: Would you____?

Would you like to _____?

ACCEPTING: Sure. I'd be glad (happy) to .

I'd love to.

That would be fine.

REJECTING: I'm sorry, but I can't.

No thank you.

Figure 14

Level 3: Academic ESL

Competencies Outline

(A transition from the ESL program to the ABE/GED program)

* **Grammar**
  - Basic verb tenses & modal auxiliaries
  - Basic parts of speech & sentence structure

  Recommended Text:
  Fundamentals of English Grammar by Betty Azar

* **Reading**
  - Scanning, skimming, finding the main idea, etc.
  - Building Vocabulary
  - Reading & understanding company benefits and general policy

  Recommended Text:
  Reading Power

* **Writing**
  - Writing correct sentences and paragraphs

  Recommended Text:
  Exercises from reading and grammar books.

* **Math**
  - Basic addition, subtraction, multiplication, and division.
  - Focus on vocabulary and understanding word problems.